Behaviour Policy

Date Approved:	**September 2023**
Next Review Date:	**September 2024**
Signature of Chair of Governors	
Signature of Headteacher	

Behaviour Policy

Introduction and aims.

Hollingbourne School is 'a learning community developing hearts and minds'. This school focuses on the development of the whole child, including skills and values as well as knowledge. It is a friendly and caring school, where expectations of all are high. It has an ethos underpinned by the school's key values of: resilience, acceptance, aspiration, honesty, collaboration and respect.

Good behaviour in our school is central to a good education. We need to manage behaviour well so we can provide calm, safe and supportive environment which our children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Through this policy, we aim to successfully create an environment in which behaviour is good and pupils can learn and feel safe. Not only does this support their development in school, it also helps them understand the behaviours needed to be a responsible citizen in the wider world.

We aim to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils will be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. This support is identified as quickly as possible and put in place as soon as possible to avoid misbehaviour occurring.

When pupils do misbehave, we will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

Our aims are:

- To provide children with an inspirational and authentic learning experience, set in the context of real life.
- To provide children with secure foundations by teaching key skills for life.
- To ensure that everyone in the school community takes responsibility for their learning by understanding the value it has both now and in the future.
- To prioritise and promote the welfare and well being of children and their families.
- To ensure that the school values are promoted, underpinning behaviours and attitudes of all stakeholders both in school and in the wider community.
- To ensure that the strengths in all children are celebrated and nurtured.
- To have fun!

The management of behaviour set out in this policy is in line with the ethos and aims set out above as well as the school governors' guiding principles.

Expectations

The following expectations are held for *all members of the school community* (children, parents, staff and governors) at all times of the school day:

- Behave as a positive role model, acting respectfully and ensuring interactions are polite and well mannered
- Model the school and British values in words and actions
- Promote positive behaviour amongst others
- Ensure that lessons/meetings/events are attended on time
- Ensure reasonable deadlines are met
- Show respect for other members of the school community
- Show respect for the school environment
- Show respect for the wider environment
- Ensure that policies and procedures in school are followed
- Ensure you are prepared with necessary resources for the day

These expectations are shared with children on a regular basis- in class and within routines, though discussions and direct teaching, on or prior to class trips and event, as well as through assemblies.

Whole school strategies to support behaviour

We aim to celebrate the positive behaviour of children meeting expectations through praise and rewards. The following strategies are rewards which are used in school:

- Specific and timely praise - can be given by any member of the school community
- Opportunities to show others achievements and successes in work- can be recommended by any member of the school community
- House points - up to two at a time can be given by any member of staff
- Hollingbourne Hero awards - can be nominated by staff
- Reader of the Week awards - can be nominated by staff
- Stickers - any member of staff can give these
- Work published on Twitter - selected by any member of the school community
- Achievements celebrated on newsletter - selected by any member of the school community
- Nominations posted on the values boards and celebrated in assembly - can be nominated by any member of the school community
- VIP system for Year 6 - nominated by Year 6 staff team and headteacher

Other whole school strategies adopted to support behaviour include:

- Year 6 VIPS who model excellent behaviour and support others to do so too.
- Peer mediators who support any disagreements at break times and lunchtimes. These children are Year 6s who have been formally trained for the role.

Class reward systems

Other reward systems will be unique to each individual class. However, these will be used in accordance to the whole community expectations.

Individual class strategies *could* include:

- Paperclip chain
- Marbles
- Lolly sticks
- Golden tickets

All classrooms will have a visual gauge to show whether children are meeting expectations set out in class. This will be unique to each class but will work like a traffic light system:

-Gold Star- exemplary role model behaviour seen

-Green Star- superb role model behaviour seen

-**Green**- positive behaviour seen

-**Amber**- warning given and verbal reminder of expectations

-**Red**- behaviour below expectations set out in class (consequence given).

Our aim is to focus on the positive, wanted behaviours. This further promotes good behaviour and fosters positive conditions for learning within classrooms and around school.

Managing behaviour which does not meet expectations

Even with rewards in place, on occasion, behaviour will fall short of our expectations. The table below sets out all behaviours, including behaviours which are unacceptable at Hollingbourne Primary School and the consequences which will be given.

Category	Visual traffic light	Behaviour	Rewards/ consequences
Behaviour falling within or above expectations	**Green-** all children start here at the beginning of each session	Good behaviour for learning. Respectful interaction with all others. Behaviour meeting school values and British values. Behaviour meeting school expectations set out above.	Any of the whole school rewards can be applied.
Minor incidents	**Amber**	Initial refusal to work. Disrupting, having a negative impact on environment/ others. Not following instructions after usual reminders. Insufficient work completed/ effort made within realistic time frame.	Initial verbal and visual reminders given of expectations. Verbal reprimand Small loss of break/ lunch to discuss issue or complete work. Communication will be made with parents where amber incidents occur regularly.
Serious incidents/ disruption	**Red**	Repeated minor incidents. Deliberate damage to property. Prejudice.	Removal from the lesson (to another class). Loss of playtime/ lunchtime to discuss issue or complete work.

		Leaving the lesson without permission and not following adult requests/ instructions. Extreme rudeness directed at other people. Aggressive behaviour. Peer on peer abuse. Refusal to comply with other sanctions. Theft.	Refer to SLT Discuss behaviour with parents and ensure a brief written record is shared with parents (see appendix 1) Log behaviour Potential suspension. Adult to support child to repair.

A PSP (personal support plan) will be put in place to support a child who is consistently involved in serious incidents and disruption. This is aimed to ensure that behaviour improves and falls in line with school expectations. These plans will be written in collaboration with the child and the child's parents- see Appendix 3

Serious incidents will be logged on ABC forms- see Appendix 2

Lunchtime/ play times

At Hollingbourne Primary School, we expect children to behave well throughout the school day, despite changes in routine and adults. Children can be rewarded at break times and lunchtimes by using verbal praise, stickers and also distribution of house points. When behaviour falls short of our expectations at break times and lunchtimes, it will be dealt with in the following ways:

Category	Visual traffic light	Behaviour	Rewards/ consequences
Behaviour falling within or above expectations	**Green-** all children start here at the beginning of each session	Good behaviour, including: respectful interaction with all others, behaviour meeting school values and British values. Positive support of peers and younger/ older children. Constructive play. Behaviour meeting school expectations set out above.	Any of the whole school rewards can be applied.
Minor incidents	**Amber** – coloured card issued for child to take into class teacher at the end of lunch	Disrupting other's play, having a negative impact on environment/ others. Unkind words are used towards other children. Exclusion of others from games being played. Not following instructions after usual reminders.	Initial verbal and visual reminders given of expectations. Verbal reprimand. Small loss of break/ lunch to discuss issue. Class teacher will be informed by the member of staff on duty. Child will be given an amber card to hand to teacher on return to classroom. Communication will be made with parents where amber incidents occur regularly.
Serious incidents/ disruption	**Red** coloured card issued for child to take	Repeated minor incidents. Deliberate damage to property. Prejudice.	Removal from the playground.

	into class teacher at the end of lunch	Leaving the playground without permission and not following adult requests/ instructions. Extreme rudeness directed at other people. Aggressive behaviour. Peer on peer abuse Refusal to comply with other sanctions. Theft.	Loss of playtime/ lunchtime to discuss issue. Refer to SLT. Class teacher informed by member of staff on duty. Child will be given a red card to hand to teacher on return to classroom Discuss behaviour with parents and ensure a brief written record is shared with parents (see appendix 1) Log behaviour

Records of serious behaviour matters are logged on ABC sheets. These are analysed by the headteacher and SENCO where appropriate to observe trends and pattens. Anonymised analysis is also shared with governors as well as records of suspensions.

For some children, we may need to provide additional interventions to them to follow our behaviour code. We can use a range of strategies depending on the individual. This will be based on their age and stage of development and will be agreed in conjunction with the child's class teacher as well as SENCO/ specialist teachers where appropriate.

Bullying

Please see related anti-bullying policy

Managing allegations of child on child abuse

We recognise that abuse is not always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child on child abuse' and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals.

- **Child on child abuse reported to the school:**
  - o If child on child abuse is suspected or reported, the incident will be dealt with as quickly as possible by the member of staff who has been approached or witnessed the concern.
  - o The school will provide appropriate support for the victim – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
  - o The headteacher/designated safeguarding lead or our deputy head will interview all parties involved.
  - o The designated safeguarding lead will be informed of all peer on peer abuse issues where there are safeguarding concerns.
  - o The school will inform other staff members, and parents/carers, where appropriate.
  - o Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
  - o If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
  - o Where the abuse takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions (as set out above).

A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Staff training and development

At Hollingbourne Primary, we develop our approaches to behaviour as a team, supported by our governors. We regularly discuss behaviour within staff meetings and INSET days to discuss effective and consistent strategies used across the school by all staff. We expect all staff to take responsibility for managing the behaviour of all children in our school, not just of those in a specific class and as such provide training to support this. Behaviour management is also discussed and addressed within our induction process for new staff. Support is offered to all staff who need it through informal conversations, formal observations as well as our supervision process.

Items which are not permitted at school

On the extremely rare occasion that we have reason to believe your child has an item in school which we feel poses a risk to themselves or others, or if we believe they have items which are not permitted at school we have the right to search their belongings.

Items where a search is likely may include:

- Resources taken from school
- Resources taken from another child
- Mobile phones/ smart devices (should be taken to the school office first thing)
- Substances/ medicines (should be taken to the school office by the parent before school.
- Sharp tools/ implements

Reasonable force

"There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'" (pg 22 Behaviour in schools, DfE guidance 2022). At Hollingbourne Primary, we will only use reasonable force as a last resort. This would be to prevent pupils committing an offence, injuring themselves or others, or damaging property.

Behaviour outside of school

"Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable." (pg 26 Behaviour in schools DfE guidance 2022). At Hollingbourne Primary, we will sanction unwanted behaviour outside school if we have evidence that it has occurred and that it happened when:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- it could have repercussions for the orderly running of the school;
- it poses a threat to another pupil; or
- it could adversely affect the reputation of the school.

Appendices

1. Communication sheet for parents where child has been on red/frequently on amber
2. ABC sheet
3. PSP form
4. Bullying record form

Appendix 1- Communication sheet for parents where child has been on frequent amber/ red

Behaviour Communication Sheet

Child's name		Date		Class	
This is to inform you that your child has been :			(please circle)		
Frequently on 'Amber' today			On 'Red' today		
For the following reasons:					
The following consequence/ action was taken as a result:					
Signed (class teacher):					

A copy of this record will kept in school.

Appendix 2- ABC sheet

ABC of Behaviour

Date & Time	A What happened before? What were the circumstances?		B What did the child do? (Problem behaviour)	C What were the consequences? (What happened as a result?)
	Settings Who, when, where etc	Triggers What set it off?		

D Discussion What were the views of the child?

PASTORAL SUPPORT PROGRAMME

NAME	GENDER	ETHNIC ORIGIN	DOB	SA/SA+/LAC / STATEMENT	UPN	PSP TIME LIMIT and REVIEW DATES

SCHOOL	CLASS TEACHER	DATE OF PSP	CO-ORDINATED BY

PUPIL PROFILE	
STRENGTHS	DIFFICULTIES TO BE ADDRESSED BY THIS PSP

PUPIL COMMITMENT	PARENTAL COMMITMENT
Signed...	Signed...

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Signed...	Signed...

PUPIL TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE

AGREED REWARDS	AGREED SANCTIONS: GETTING BACK ON TRACK

Appendix 4 Bullying record

BULLYING INCIDENTS IN SCHOOL

GENERAL INFORMATION		VICTIM			PERPETRATOR			ACTION TAKEN (see codes)
Type of incident (see codes)	Date of incident	Was the victim:		Year group of victim	Was the perpetrator:		Year group of perpetrator	
		A pupil at the school? (add initials)	A pupil from another school?		A pupil at school? (add initials)	A pupil from another school?		

Codes for type of incident	Codes for action taken
1. Physical 2. Verbal 3. Cyber 4. Homophobic 5. Other	A- Warning to the perpetrator B- Discussion with victim's parent (s), guardian C- Discussion with the perpetrator D- Discussion with the perpetrator's parent (s), guardian E- Mediation F- Counselling G- Mentoring H- Exclusion I- Referral to the police J- Referral to another body K- Restorative justice L- Other sanction/ action (please specify) M- No action

Please add any other information about any incidents for this term (if required)